

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to answer the research question about about how do students assess their speaking and what criteria do students usually use to assess their speaking ability.

A. Findings

In findings, the researcher presents the data that have been collected from questionnaire and interview with the participants. The data will be presented in the table and descriptive form to explain students' ways and criteria in assessment speaking.

1. Students' ways in assesment speaking

This sub-chapter will discuss about findings from questionnaire and interview. There are some ways of assessment speaking that students use to assess speaking ability. Here is table 1 that shows some ways of assessment speaking that students use to assess speaking ability.

No	Statements	Frequency		Total
		Yes	No	
1	I use interview for assessing my speaking ability	55%	45%	100%

2	I use role-play for assessing my speaking ability	77,5%	22,5%	100%
3	I use discussion and conversation for assessing my speaking ability	92,5%	7,5%	100%
4	I use question and answer for assessing my speaking ability	70%	30%	100%
5	I use picture-cued tasks for assessing my speaking ability	40%	60%	100%
6	I use directed response tasks for assessing my speaking ability	70%	30%	100%
7	I use recorded monologues for assessing my speaking ability	55%	45%	100%
8	I use live monologues for assessing my speaking ability	55%	45%	100%
9	I use games for assessing my speaking ability	60%	40%	100%

To know more information about the ways of assessment speaking that students use to assess speaking ability, the researcher interviewed 20 students by WhatsApp and wrote the results. After analyzing the result of questionnaire and interview, the researcher found that every student had his/her own ways in assessment speaking. Some ways implemented by the students in assessment speaking were:

a. Interview

In the table 1, the questionnaire result showed that 55% of the students use interview for assessing their speaking ability. In contrast with that, 45% of students do not use interview for assessing their speaking ability. From the data above, it can be known that the percentage of students who use interview for assessing their speaking ability was low.

The data above is in line with the results of interview that was done after they answered to the questionnaire. There were eight out of twenty students who said implemented interview for assessing their speaking ability. For example, one of the students said, “I think i did interview to make it a habit to speak English fluently because the activity mentioned really helped me to practice my speaking skill personally”. Furthermore, the other of them responded similar answer, “I use interview because in my opinion it is the challenging to do and fun” and “Because during learning English there are many activities that also apply all these activities”.

Besides one of the students who answered not use interview for the way to assess speaking ability said, “The assessment that I use to assess my speaking ability is not really specific because I do not use a special assessment using numbers. I just assess my speaking ability using my thoughts and feelings. If I think and I feel that I speak English with the correct pronunciation, fluent, accurate, also able to implement the vocabularies that I know and my speaking ability is better than before, that means my speaking skill are getting better”.

b. Role-play

In the table 1, the questionnaire result showed that 77,5% of the students use role-play for assessing their speaking ability. In contrast with that, 22,5% of students do not use role-play for assessing their speaking ability. From the data above, it can be known that the

percentage of students who use role-play for assessing their speaking ability was high.

The data above is in line with the results of interview that was done after they answered to the questionnaire. There were eight out of twenty students who said implemented role-play for assessing their speaking ability. For example, one of the students said, “The reason why I implement role-play by using these media it’s because these media usually give some words/vocabularies and sentences that are very poetical, sometimes complicated and unique”. In addition, another student said, “Because role-play is the activity that I think is interesting and more effective for assessing speaking skills”.

Lastly, the rest twelve out of twenty students stated that they did not use role-play for assessment their speaking ability. One of them said, “I just commonly hear them said the word that I just told then to say it and try to evaluate and give an options and advice what is the best for the person to improve their speaking ability”. Additionally, “I think the best way to assess my speaking ability is use my thought and my feeling because I know what I need to improve and what the thing that needed to learn more”.

c. Discussion and Conversation

In the table 1, the questionnaire result showed that 92,5% of the students use discussion and conversation for assessing their speaking ability. In contrast with that, 7,5% of students do not use

discussion and conversation for assessing their speaking ability. From the data above, it can be known that the percentage of students who use discussion and conversation for assessing their speaking ability was high.

The data above is in line with the results of discussion and conversation that was done after they answered to the questionnaire. There were seventeen out of twenty students who said implemented discussion and conversation for assessing their speaking ability. For example, one of the students said, “Because students can apply directly into their daily life. If they have a good conversation it means their speaking ability is good also”. In addition, another student said, “For me, discussion and conversation is one of the best ways because you can do it whenever or wherever you want if you have someone to talk using English”. Besides one of the students who answered not use discussion and conversation for the way to assess speaking ability said, “The interesting way in my point of view is game. You could do some coping stress and try to improve your speaking ability in one chance”.

d. Question and Answer

In the table 1, the questionnaire result showed that 70% of the students use question and answer for assessing their speaking ability. In contrast with that, 30% of students do not use question and answer for assessing their speaking ability. From the data above, it can be

known that the percentage of students who use question and answer for assessing their speaking ability was moderate.

The data above is in line with the results of question and answer that was done after they answered to the questionnaire. There were twelve out of twenty students who said implemented question and answer for assessing their speaking ability. For example, one of the students said, "I assess my speaking ability by having question and answer with someone often, it will give you better in speaking". Additionally, student said, "I have ever use question and answer to assess students speaking ability, because with that i can be easy and fun to do, we can also give an assessment easily". Besides one of the students who answered not use question and answer for the way to assess speaking ability said, "By re-evaluate of what I just pronounced and I repeated it over and over again".

e. Pictured-cued Tasks

In the table 1, the questionnaire result showed that 40% of the students use pictured-cued tasks for assessing their speaking ability. In contrast with that, 60% of students do not use pictured-cued tasks for assessing their speaking ability. From the data above, it can be known that the percentage of students who use pictured-cued tasks for assessing their speaking ability was low.

The data above is in line with the results of use pictured-cued tasks that was done after they answered to the questionnaire. There

were three out of twenty students who said implemented use pictured-cued tasks for assessing their speaking ability. For example, one of the students said, “I think I did everything to make it a habit to speak English fluently because the activities mentioned really helped me to practice my speaking skills personally”. Besides one of the students who answered not use pictured-cued tasks for the way to assess speaking ability said, “I play online game that provide you to talk with your teammate, I sometimes play with people from other country and using English to talk. From that conversation, I can assess my speaking ability”.

f. Directed Response Tasks

In the table 1, the questionnaire result showed that 70% of the students use directed response tasks for assessing their speaking ability. In contrast with that, 30% of students do not use directed response tasks for assessing their speaking ability. From the data above, it can be known that the percentage of students who use directed response tasks for assessing their speaking ability was moderate.

The data above is in line with the results of directed response tasks that was done after they answered to the questionnaire. There were ten out of twenty students who said implemented directed response tasks for assessing their speaking ability. For example, one of the students said, “I asses my speaking skill use directed response

tasks. If I easy to say what I want to say without trying to reach out the word and then say it with correct pronunciation, I feel I have improvement”. Another student said, “When talking to other people, I can judge my speaking ability”. Besides one of the students who answered not use directed response tasks for the way to assess speaking ability said, “I assess my speaking ability with some ways, for example I ask my friend that I have conversation with to tell me if I am doing wrong when I speak like when I play a game and my teammate ask me “what language do you speak?” and I said “I can English” and then they told me “You should say you can speak english not you can English”.

g. Recorded Monologues

In the table 1, the questionnaire result showed that 55% of the students use recorded monologues for assessing their speaking ability. In contrast with that, 45% of students do not use recorded monologues for assessing their speaking ability. From the data above, it can be known that the percentage of students who use recorded monologues for assessing their speaking ability was moderate.

The data above is in line with the results of recorded monologues that was done after they answered to the questionnaire. There were seven out of twenty students who said implemented recorded monologues for assessing their speaking ability. For example, one of the students said, “I have ever used recorded monologues

because in this pandemic era is hard to use other methods and I think recorded monologues is effective in this situation". In addition, a student said, "I will do recording monologue if I recorded by self I can write down the mistake and also I can try to face my problem". Lastly, the students did not use recorded monologues for assessment their speaking ability said, "Since speaking is all about communication with people. Discussion and conversation will help the students know whether what they have said could be understood by other or not".

h. Live Monologues

In the table 1, the questionnaire result showed that 55% of the students use live monologues for assessing their speaking ability. In contrast with that, 45% of students do not use live monologues for assessing their speaking ability. From the data above, it can be known that the percentage of students who use live monologues for assessing their speaking ability was moderate.

The data above is in line with the results of live monologues that was done after they answered to the questionnaire. There were three out of twenty students who said implemented live monologues for assessing their speaking ability. For example, one of the students said, "I will talk to myself (doing monologue) and see how fluency I am or whether I can use new vocabulary or not. Sometimes I talk with my friend using English. When I can see my friend understand what I said and we can talk comfortably, I could feel that my speaking ability

has been improved” and “I think that live monologues is a good ways to assess the speaking ability. Besides one of the students who answered not use live monologues for the way to assess speaking ability said, “I use Google voice to test the accuracy of my words, if it's not accurate it means there are two possibilities, namely Google voice doesn't understand what I'm saying or my network doesn't support me when I use Google voice”.

i. Games

In the table 1, the questionnaire result showed that 60% of the students use games for assessing their speaking ability. In contrast with that, 40% of students do not use games for assessing their speaking ability. From the data above, it can be known that the percentage of students who use games for assessing their speaking ability was moderate.

The data above is in line with the results of games that was done after they answered to the questionnaire. There were nine out of twenty students who said implemented games for assessing their speaking ability. For example, one of the students said, “Games, because this method automatically practices speaking skills without preparation. Then get used to it so that the speaking ability will increase”. In addition, another student said, “Games is also good because it can entertain students”. Besides one of the students who answered not use games for the way to assess speaking ability said,

“Just speak because if I can speak English my English is increasing just that”.

2. Criteria do students usually use to assess speaking ability

Based on the result of questionnaire, there are some criteria of speaking skill by the students. Here is the table 2 that shows students' criteria do usually use to assess speaking ability.

No	Statements	Frequency		Total
		Yes	No	
1	Pronunciation is criteria that I use to assess my speaking ability	95%	5%	100%
2	Fluency is criteria that I use to assess my speaking ability	92,5%	7,5%	100%
3	Vocabulary is criteria that I use to assess my speaking ability	95%	5%	100%
4	Accuracy is criteria that I use to assess my speaking ability	67,5%	32,5%	100%

After getting the results of questionnaire about criteria of speaking skill by the students, the researcher interviewed 20 students to get more information. The result of the questionnaire and interview about criteria that were used by the students could be grouped into 4 criteria, these criteria were elaborated in these findings:

a. Pronunciation

In the table 2, the questionnaire result showed that 95% of the students use pronunciation to be criteria of their speaking skill. In contrast with that, 5% of students do not use pronunciation to be criteria of their speaking skill. From the data above, it can be known that the percentage of students who use pronunciation to be criteria of their speaking skill was high.

The data above is in line with the results of interview that was done after they responded to the questionnaire. Firstly, there were eighteen out of twenty students use pronunciation as criteria for their speaking ability. For example, one of students said, “Yes, because pronunciation gives an important role in communication. If I do mispronunciation, it can make misunderstanding because listener can’t get what I say or what I mean”. Additionally, a student said, “Because pronunciation is an important part to know speaking ability, if the pronunciation is not good then it can be said that the speaking ability is also not good”.

Secondly, there were two students did not use pronunciation as criteria for their speaking ability. For example a student said, “Not really, because I believe that everyone has their own pronunciation which they can not change”. Then another student said, “No, because I think pronunciation is not the most important thing when we asses speaking ability”.

b. Fluency

In the table 2, the questionnaire result showed that 92,5% of the students use fluency to be criteria of their speaking skill. In contrast with that, 7,5% of students do not use fluency to be criteria of their speaking skill. From the data above, it can be known that the percentage of students who use fluency to be criteria of their speaking skill was high.

The data above is in line with the results of interview that was done after they responded to the questionnaire. Firstly, there were seventeen out of twenty students use fluency as criteria for their speaking ability. For example, one of students said, “Yes, because fluency in speaking skill is mandatory, even if it falters a little when saying unfamiliar words, if we say it continuously, we will definitely become fluent”. In addition, a student said, “Yes, because fluency shows that the words produced are well presented, confidence is seen in the delivery of a thing and can respond to specific themes without much hesitation in word choice”.

Secondly, there were three students did not use fluency as criteria for their speaking ability. For example a student said, “No, because I think is okay for speaking not fluency but the information can be understood and diction and pronunciation are correct”. Then another student said, “Not really, because the students are not native speaker and we have to compromise it sometimes”

c. Vocabulary

In the table 2, the questionnaire result showed that 95% of the students use vocabulary to be criteria of their speaking skill. In contrast with that, 5% of students do not use vocabulary to be criteria of their speaking skill. From the data above, it can be known that the percentage of students who use vocabulary to be criteria of their speaking skill was high.

The data above is in line with the results of interview that was done after they responded to the questionnaire. All of students use vocabulary as criteria for their speaking ability. For example, one of students said, “Yes, because vocabulary is very important for speaking skills so that only those words are not used. That's why I really like any vocabulary that I've never heard of before and I know the meaning of the vocabulary”. In addition, a student said, “Yes, rich of vocabulary can make the sentence in their speaking better and easy to understand” and “Yes I do, because if we have a little vocabulary, it will be difficult to speak English so that it will reduce confidence, therefore vocabulary criteria are also things to consider when assessing speaking”.

d. Accuracy

In the table 2, the questionnaire result showed that 67,5% of the students use accuracy to be criteria of their speaking skill. In contrast with that, 32,5% of students do not use accuracy to be criteria of their

speaking skill. From the data above, it can be known that the percentage of students who use accuracy to be criteria of their speaking skill was moderate.

The data above is in line with the results of interview that was done after they responded to the questionnaire. Firstly, there were fourteen out of twenty students use accuracy as criteria for their speaking ability. For example, one of students said, “Yes, accuracy also includes grammar on it. Some people said that grammar is not too important in speaking. That is true but if you can speak properly with no mistake then it will be great. So, I also put accuracy on assessing my speaking ability to make my speaking ability better”. Additionally, a student said, “Yes, accuracy of course we would be a great role in assessment speaking, since it is targeting the sentence forms, grammar and also the hidden meaning behind the words we are speaking of it”.

Secondly, there were six students did not use accuracy as criteria for their speaking ability. For example a student said, “No, because Accuracy is not really necessary in speaking. Speaking is preferred in understanding the meaning or intent”. Then another student said, “No, because I think it's too complicated” and “Not really use, because when I speak I am not really thinking about grammar”.

B. Discussion

Based on the findings stated before, the researcher will discuss the ways of assessment speaking by students and criteria that student use to assess their speaking ability. Here are the discussions:

1. Students' ways in assesment speaking

The students implemented many ways to assess their speaking ability, they are:

a. Interview

Based on the findings of the questionnaire in the table 1, it shows that the percentage of students who answer implement interview were low (55%). In addition, the result of interview says that eight students implement interview for assessing their speaking ability. It is in line with Brown's explanation that said if students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions (Brown, 2004, p. 167). By implementing interview in assessment speaking, the students are given opportunity to deliver and express their opinion. What teacher does is in accordance with the general rules for interview that are: students share whatever comes to mind that is relevant, no put-downs or criticism of any idea are allowed, and every idea

counts. Furthermore, in the questionnaire result, there are 45% of the students do not use interview for assessing their speaking ability. It is related with the result of interview that twelve of the students answered do not use interview for assessing their speaking ability. Based on the discussion above, it can be inferred that students implement interview for assessing their speaking ability was low.

b. Role-play

Role playing is a popular pedagogical activity in communicative language teaching classes. In some version, role-play allows some rehearsal time so that students can map out what they are going to say (Brown, 2004, p. 168). According to the findings in the table 1, the result of questionnaire shows that 77,5% of the students use role-play for assessing their speaking ability. While in the interview, only eight out of twenty students who answered use role-play for assessing their speaking ability. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit. Moreover, it is known from the questionnaire that only 22,5% of students do not use role-play for assessing their speaking ability. It could be role-play is the most interesting way in assessment speaking because by implement role-play by using these media it is usually give some words/vocabularies and sentences that are very poetical, sometimes complicated and unique. From the discussion above, it can be known that most of students implement role-play in assessment speaking.

c. Discussion and Conversation

Discussion is defined as talking or writing about something, especially in order to solve a problem or resolve a question and conversation is the spoken exchange of ideas, observations, opinions, or feelings between people. Conversation also reflects the rules and procedures that govern face-to-face encounters, as well as the constraints that derive from the use of spoken language (Brown, 2004, p. 169). The findings in the table 1 shows that 92,5% of the students use discussion and conversation for assessing their speaking ability. It is supported by the result of interview that there are seventeen out of twenty students who said implemented discussion and conversation for assessing their speaking ability. As stated in the theory that as informal techniques to assess learners, discussion and conversation offer a level of authenticity and spontaneity those others assessments techniques may not provide (Brown, 2005, p. 169). Besides that, the findings of questionnaire shows that there are only small numbers of the students (7,5%) who do not use discussion and conversation for assessing their speaking ability. Furthermore, in interview three of twenty students answered do not use discussion and conversation for assessing their speaking ability. According to the findings and the discussion above, it can be claimed that the students who use discussion and conversation for assessing their speaking ability was high.

d. Question and Answer

According to the findings in the table 1, there are 70% of the students use question and answer for assessing their speaking ability. It is supported by the result of interview that there are twelve out of twenty students who said implemented question and answer for assessing their speaking ability. As stated in the theory that Question and Answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview. They can vary from simple questions to complex questions thus a lot of students use them in assessment speaking (Brown, 2004, p. 170). Besides that, the findings of questionnaire shows that there are 30% of students do not use question and answer for assessing their speaking ability. Furthermore, eight out of twenty students answered do not use it in the result of interview. Questions, at responsive level, appear most likely to be referential (as opposed to intensive, display question). Referential question requires test takers to produce meaningful language in response. Such questions may require an open-ended response or a counter-question directed to the interviewer. According to the findings and the discussion above, it can be claimed that the percentage of students who use question and answer for assessing their speaking ability was moderate.

e. Picture-cued task

According to the findings in the table 1, there are only small numbers of the students stated that use pictured-cued tasks for assessing their speaking ability (40%). Moreover, the percentages of students do not

use pictured-cued tasks for assessing their speaking ability were 60%. It is supported by the result of interview that there are three out of twenty students who said implemented use pictured-cued tasks for assessing their speaking ability. It is not in accordance with Brown's explanation that stated one of the more popular ways to elicit oral language performance at both intensive and extensive levels is a picture-cued stimulus that requires a description from the test-taker. Pictures may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and "busy"; or composed of a series that tells a story or incident (2004, p. 171). Moreover, some students may use pictured-cued tasks for assessing their speaking ability. According to the findings and the discussion above, it can be claimed that the students who use pictured-cued tasks for assessing their speaking ability was low.

f. Directed Response tasks

Directed response tasks is type of task, the test administrator elicits a particular grammatical form or a transformation of a sentence. Such tasks are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output (Brown, 2004, p. 172). According to the findings in the table 1, the result of questionnaire shows that 70% of the students use directed response tasks for assessing their speaking ability. While in the interview, here were ten out of twenty students who said implemented directed response tasks for assessing their speaking ability. It is supported

by one of the most popular tasks of speaking for its practicality and mass lab use, despite its mechanical and non-communicative nature is directed response. Directed Response Task (DRT) is beneficial to draw out a specific form of grammar or transform a sentence which requires minimal processing. Moreover, it is known from the questionnaire that 30% of students do not use directed response tasks for assessing their speaking ability. From the discussion above, it can be known that most of the students use directed response tasks for assessing their speaking ability.

g. Recorded Monologues

Recorded monologue is a prolonged talk or discourse by a single speaker, especially one dominating or monopolizing a conversation (Brown, 2004, p. 173). The findings in the table 1 shows that 55% of the students use recorded monologues for assessing their speaking ability. It is supported by the result of interview that there are seven out of twenty students who said implemented recorded monologues for assessing their speaking ability. Brown stated in the theory that recorded monologues - these are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not (2005, p. 173). Besides that, the findings of questionnaire shows that there are 45% of students do not use recorded monologues for assessing their speaking ability. According to the findings and the discussion above, it can be claimed that the percentage of students

who use recorded monologues for assessing their speaking ability was moderate.

h. Live Monologues

Live monologues - the candidates prepare and present a short talk on pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews (Brown, 2004, p. 173). It is known from the results of questionnaire in the table 1 that 55% of the students use live monologues for assessing their speaking ability. Moreover, the result of interview shows that three out of twenty students who said implemented live monologues for assessing their speaking ability. It is not supported by result of interview because only three out of twenty students who said implemented live monologues. The probability why most of the students answer yes in the questionnaire may be caused by some of them do not pay attention with the statement or did not really understand about the statement. Then there are 45% of students do not use live monologues for assessing their speaking ability. According to the findings of both questionnaire and interview and from the discussion above, it can be inferred that students who use live monologues for assessing their speaking ability was moderate.

i. Games

It is known from the results of questionnaire in the table 1 that 60% of the students use games for assessing their speaking ability. It is

supported by result of interview there were nine out of twenty students who said implemented games for assessing their speaking ability. It is in accordance with the theory of Brown that stated it is almost impossible to list all games, but virtually all games that can elicit spoken language objectively can be used as informal assessment tasks for speaking. Among informal assessment devices are a variety of games that directly involve language production and they added that in order to express their own point of view or give information, the learners must speak or write as in getting the meaning from others, they have to understand what people are saying or have written. (2004, p.173). In the findings of questionnaire, there are only 40% of students do not use games for assessing their speaking ability. According to the finding of both questionnaire and interview that support each other, moreover from the discussion above, it is known that students who use games for assessing their speaking ability were moderate.

2. Criteria do students usually use to assess speaking ability

Some criteria that students use to assess their speaking ability, they are:

a. Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak (Brown, 2001, p. 168). There are some facts about pronunciation criteria that students use in assessment speaking. Firstly,

according to the findings, the result of questionnaire and interview are supported each other. The result of questionnaire in the table 2 shows that 95% of the students use pronunciation to be criteria of their speaking skill, so those eighteen out of twenty students use pronunciation as criteria for their speaking ability. It is in line with the theory that stated pronunciation is one of important part to be a successful spoken in communication, because if the pronunciation is not good enough, the listeners will be difficult to understand of what speaker says. Secondly, the finding in the table 2 shows that 5% of students do not use pronunciation to be criteria of their speaking skill. It is because some students said “I think pronunciation is not the most important thing when we asses speaking ability”. It is not supported by the theory that states to make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important (Brown, 2001, p. 168). Based on the findings and discussion above, it is known that the students use pronunciation criteria in assessment their speaking ability.

b. Fluency

As proposed by Harris and Hodges (1995, p. 14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically. Based on the findings in the table 2, it is known that the percentage of the students use fluency to

be criteria of their speaking skill (92,5%). It is in line with the theory that mentions one of the main factors in speaking ability in order to make the ideas or message of speaking understood by listeners, someone must speak fluently (Brown, 2001, p. 168). Most of the students confirmed that fluency shows that the words produced are well presenting, confidence is seen in the delivery of a thing and can respond to specific themes without much hesitation in word choice. Moreover, 7,5% of students do not use fluency to be criteria of their speaking skill. One of them said “No, because I think is okay for speaking not fluency but the information can be understood and diction and pronunciation are correct”. It is in contrast with the theory that states the language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words (Brown, 2001, p. 168). From the findings and discussion above, it can be said that the students use fluency to be criteria of their speaking skill.

c. Vocabulary

Vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. It is one of the language aspects which is very crucial in any language learning including speaking (Brown, 2001, p. 168). The findings of questionnaire and interview are supported each other. It is known in the table 2 that 95% of the students use vocabulary to be criteria of their speaking skill. Then,

the results of interview those all of students use vocabulary as criteria for their speaking ability. In contrast with that, 5% of students do not use vocabulary to be criteria of their speaking skill. It is not supported by Brown statement vocabulary is a total number of words that make up the language. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately (2001, p. 168). Based on the discussion above, the students use vocabulary to be criteria of their speaking skill.

d. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar. In addition, accuracy is the state of being accurate, being free from mistaken (Brown, 2001, p. 168). Based on the findings, the percentage of students who use accuracy to be criteria of their speaking skill (67,5%). It is supported by the result of interview that there were fourteen out of twenty students use accuracy as criteria for their speaking ability. The students who use accuracy said “accuracy also includes grammar on it. Some people said that grammar is not too important in speaking. That is true but if you can speak properly with no mistake then it will be great”. It is related with Brown statement that the speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately (2001, p. 168). From the findings and discussion above, it can be said that students use accuracy to be criteria of their speaking skill.